

Grade Five

United States History to 1877

The standards for grade five relate to the history of the United States from Pre-Columbian times until 1877. Fifth graders will continue to learn fundamental concepts in civics, economics, and geography. This course continues in grade six. In these two years, students study United States history in chronological sequence and learn about change and continuity in our history, study documents and speeches that lay the foundation of American ideals and institutions, and examine the everyday life of people at different times in our history through the use of primary and secondary sources. Teachers are encouraged to use simulations, class debates, projects, or other innovative techniques to make the students' learning experiences lively and memorable. Students should have ample instruction devoted to reviewing and strengthening map and globe skills, skills of using and interpreting information, and historical thinking skills.

- 5.1 The student will describe life in America before the 17th century by
 - identifying and describing the first Americans, their arrival from Asia, where they settled, and how they lived, including Inuits (Eskimos), Anasazi (cliff dwellers), Northwest Indians (Kwakiutl), Plains Indians, Mound builders, Indians of the Eastern forest (Iroquois, etc.), Incas, and Mayans;
 - explaining how geography and climate influenced the way various Indian tribes lived; and
 - evaluating the impact of native economies on their religions, arts, shelters, and cultures.
- 5.2 The student will trace the routes and evaluate early explorations of the Americas, in terms of
 - the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England;
 - the political, economic, and social impact on the American Indians; and
 - the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of North America.
- 5.3 The student will describe colonial America, with emphasis on
 - the factors that led to the founding of the colonies, including escape from religious persecution, economic opportunity, release from prison, and military adventure;
 - geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South;
 - life in the colonies in the 18th century from the perspective of large landowners, farmers, artisans, women, and slaves;
 - the principal economic and political connections between the colonies and England;
 - sources of dissatisfaction that led to the American Revolution;
 - key individuals and events in the American Revolution including King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine; and
 - major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.
- 5.4 The student will analyze the United States Constitution and the Bill of Rights, in terms of
 - the British and American heritage, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Virginia Statute of Religious Freedom, and the Articles of Confederation;
 - the philosophy of government expressed in the Declaration of Independence; and
 - the powers granted to the Congress, the President, the Supreme Court, and those reserved to the states.
- 5.5 The student will describe challenges faced by the new United States government, with emphasis on
 - the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights;
 - major issues facing Congress and the first four presidents; and
 - conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.
- 5.6 The student will describe growth and change in America from 1801 to 1861, with emphasis on

- territorial exploration, expansion, and settlement, including the Louisiana Purchase, the Lewis and Clark expedition, the acquisition of Florida, Texas, Oregon, and California;
 - how the effects of geography, climate, canals and river systems, economic incentives, and frontier spirit influenced the distribution and movement of people, goods, and services;
 - the principal relationships between the United States and its neighbors (current Mexico and Canada) and the European powers (including the Monroe Doctrine), and describe how those relationships influenced westward expansion;
 - the impact of inventions, including the cotton gin, McCormick reaper, steamboat, and steam locomotive on life in America; and
 - the development of money, saving, and credit.
- 5.7 The student will identify causes, key events, and effects of the Civil War and Reconstruction, with emphasis on
- economic and philosophical differences between the North and South, as exemplified by men such as Daniel Webster and John C. Calhoun;
 - events leading to secession and war;
 - leaders on both sides of the war including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison;
 - critical developments in the war, including major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox;
 - life on the battlefield and on the homefront;
 - basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution; and
 - the impact of Reconstruction policies on the South.
- 5.8 The student will interpret patriotic slogans and excerpts from notable speeches and documents in United States history up to 1877, including "Give me liberty or give me death," "Remember the Alamo," "E Pluribus Unum," the Gettysburg Address, the Preamble to the Constitution, and the Declaration of Independence.
- 5.9 The student will develop skills for historical analysis, including the ability to
- identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (television, movies, and computer information systems) to better understand events and life in United States history to 1877;
 - construct various time lines of American history from pre-Columbian times to 1877 highlighting landmark dates, technological changes, major political and military events, and major historical figures; and
 - locate on a United States map major physical features, bodies of water, exploration and trade routes, the states that entered the union up to 1877, and identify the states that formed the Confederacy during the Civil War.
- 5.10 The student will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events, including
- different historical perspectives such as American Indians and settlers, slaves and slave holders, Patriots and Tories, Federalists and Anti-Federalists, Rebels and Yankees, Republicans and Democrats, farmers and city folks, etc.; and
 - different evaluations of the causes, costs, and benefits of major events in American history up to 1877 such as the American Revolution, the Constitutional Convention, the Civil War, Reconstruction, etc.

ComputerTechnology Standards of Learning

By the End of Grade Five

for Virginia
Public Schools

Computer/Technology Standards by the End of Grade Five

Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines.

Minimum skills that students should acquire by the end of **Grade 5** include the following:

- C/T5.1 The student will demonstrate a basic understanding of computer theory including bits, bytes, and binary logic.
- C/T5.2 The student will develop basic technology skills.
 - Develop a basic technology vocabulary that includes cursor, software, memory, disk drive, hard drive, and CD-ROM.
 - Select and use technology appropriate to tasks.
 - Develop basic keyboarding skills.
 - Operate peripheral devices.
 - Apply technologies to strategies for problem solving and critical thinking.
- C/T5.3 The student will process, store, retrieve, and transmit electronic information.
 - Use search strategies to retrieve electronic information using databases, CD-ROMs, videodiscs, and telecommunications.
 - Use electronic encyclopedias, almanacs, indexes, and catalogs.
- Use local and wide-area networks and modem-delivered services to access information from electronic databases.
 - Describe advantages and disadvantages of various computer processing, storage, retrieval, and transmission techniques.
- C/T5.4 The student will communicate through application software.
 - Create a 1-2 page document using word processing skills, writing process steps, and publishing programs.
 - Use simple computer graphics and integrate graphics into word-processed documents.
 - Create simple databases and spreadsheets to manage information and create reports.
 - Use local and worldwide network communication systems.